



## **Grade Two Thematic**

# **I Love a Good Story**



**Home Instructor's Guide: Days 10–18  
and  
Assignment Booklet 2B**



Grade Two Thematic  
Module 2B: I Love a Good Story  
Home Instructor's Guide: Days 10–18 and Assignment Booklet 2B  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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## Module 2B: I Love a Good Story

### Day 10 to Day 18

In this module, the student will study the Canadian author and illustrator, Phoebe Gilman. During Story Time you will read four books spread out over five days. The student will respond to the stories during this time as well. The student will have an opportunity to read the books himself or herself during Silent Reading.

The four books are as follows: *The Balloon Tree*, *The Wonderful Pigs of Jillian Jiggs*, *Little Blue Ben*, and *Grandma and the Pirates*.

Additional books by Phoebe Gilman are *Jillian Jiggs to the Rescue*, *Jillian Jiggs and the Secret Surprise*, *Something from Nothing*, *Pirate Pearl*, *The Gypsy Princess*, and *Once Upon a Golden Apple*. These can be borrowed from your local library. If possible, borrow several to have available for Silent Reading on Day 17 and Day 18.

The book *Jillian Jiggs* is the first in the Jillian Jiggs series. The student will have read this book if he or she completed Grade One Thematic. If not, try to borrow this book from the library, or purchase it, as it introduces the character of Jillian Jiggs.

During this module Story Time comes before Looking Back and Sharing Time.

### Reading Resources

These books are suggested reading resources for the days listed. If possible, obtain one or more books from each category.

### Day 11 to Day 13

#### Books to Be Read Aloud

*Brewster Rooster* by Berny Lucas  
*Farmer Joe's Hot Day* by Nancy Wilcox Richards  
*The Fine Family Farm* by Stephen Cosgrove  
*Queen Nadine* by Maryann Kovalski

#### Books to Be Read Alone or with a Partner

*The Enormous Potato* by Aubrey Davis  
*Fiddle-I-Fee* by Melissa Sweet  
*Inside a Barn in the Country* by Alyssa Satin Capucilli  
*The Tiny, Tiny Boy and the Big, Big Cow* by Nancy Van Laan



**Days 14 and 15****Books to Be Read Aloud**

*Bears* by Deborah Hodge

*Crow and Fox and Other Animal Legends* by Jan Thornhill

*The Messenger of Spring* by C.J. Taylor

*Those Aren't Teddy Bears in Our Parks* by Kathleen Keefe

**Books to Be Read Alone or with a Partner**

*Awkward Aardvark* by Mwalimu

*Every Autumn Comes the Bear* by Jim Arnosky

*Wild Dogs: Wolves, Coyotes, and Foxes* by Deborah Hodge

**Day 16**

Students are encouraged to review books on Canadian painters. For example, the following books show the art of Norval Morrisseau:

- *The Art of Norval Morrisseau*, Lister Sinclair and Jack Pollock
- *Norval Morrisseau: Travels to the House of Invention*, Norval Morrisseau
- *Windigo, and Other Tales of the Ojibways*, Herbert Schwarz; illustrated by Norval Morrisseau

**Additional Resources on Author and Illustrator Studies**

*Meet Canadian Authors and Illustrators: 50 Creators of Children's Books* by Allison Gertridge

*Behind the Story: The Creators of Our Best Children's Books and How They Do It* edited by Barbara Greenwood

*Terrific Connections With Authors, Illustrators, and Storytellers: Real Space and Virtual Links* by Toni Buzzeeo and Jane Kurtz

**Videocassettes**

*Meet Phoebe Gilman*, Scholastic Canada Ltd.

**Additional Resources for Follow-up to Music and Movement Lessons****Day 10 to Day 12****Audiocassettes/CDs**

"Pure Imagination," Kenny Loggins: *Return to Pooh Corner*

"Anna's Box," Jim McMillan: *Anna's Box*

"What Would It Be Like?," Kim and Jerry Brodey: *Can You Hear My Voice?*

"Imagination," Rosenshontz: *Tickles You*

"My Window," Jack Grunsky: *Imaginary Window*



**Books/Stories/Poems**

*Cloudy with a Chance of Meatballs* by Judi Barrett  
*Oh, The Thinks You Can Think!* by Dr. Seuss  
*Harold and the Purple Crayon* by Crockett Johnson  
*Amazing Grace* by Mary Hoffman and Caroline Binch  
*My Mother's Loves* by Stephane Poulin

**Films/Videocassettes**

*Nouvelle Experience*, Cirque du Soleil  
*Liang and the Magic Paintbrush*, Reading Rainbow PBS Series  
*The Never Ending Story*, Warner Brothers

**Day 13 to Day 16****Audiocassettes/CDs**

"Handjive," Greg Scelsa and Steve Millang: *We All Live Together*  
"Cookie Jar," Sharon, Lois and Bram: *One Elephant, Deux Elephants*  
"Handjive," Olivia Newton-John: *Grease Sound Track*  
"Willie and the Handjive," Eric Clapton: *Crossroads 2*  
"Your Hands," Jack Grunsky: *Jack in the Box*  
"Hambone," Eric Nagler: *Eric's World Record: The Best of Eric's World*

**Books/Stories/Poems**

"Miss Lucy Had a Baby," Esther Nelson: *The Silly Song-Book*  
"B-I-N-G-O," Esther Nelson: *The Silly Song-Book*  
"My Hands," Sarah Williams: *Round and Round the Garden: Play Rhymes for Young Children*  
"My Hands on My Head," Pamela Conn Beall and Susan Hagen Nipp: *Wee Sing Silly Songs*

**Films/Videocassettes**

*Sole Mani*, Mario Mariotti  
*In Praise of Hands*, Donald Winkler National Film Board



**Days 17 and 18**

**Audiocassettes/CDs**

*Sing Me a Story*, Sesame Street

"On the Sunny Side of the Street," Mose Scarlett, Jackie Washington and Ken Whiteley: *Where Old Friends Meet*

"Dias Felices" (Happy Days), Rubaja and Hernandez, *High Plateaux*

"A Beautiful Day," Rosenshontz: *Tickles You*

"Morning Has Broken," Cat Stevens: *The Teaser and the Firecat*

"Let's Go," Kim and Jerry Brodey: *Ideas That Sing: Volume 2*

"Sun Medley," Ken and Chris Whiteley: *Junior Jug Band*

**Books/Stories/Poems**

*Talking to the Sun: An Anthology of Poems for Young People* by Kenneth Koch and Kate Farrell

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

*I Should Have Stayed in Bed* by Joan M. Lexau

*Munia and the Day Things Went Wrong* by Asun Balzola

"What a Day," Shel Silverstein: *Where the Sidewalk Ends*

**Films/Videocassettes**

*Zip-A-Dee-Doo-Dah*, Walt Disney Singalong Songs Video



## Day 10

**Materials You Need Today**

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Language Arts

- ☐ Thematic Assignment Booklet 2B
  - Day 10: Assignment 1

## Journal Time

- ☐ journal

## Project Time

- ☐ paper and paints

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 67 and 68

## Story Time

- ☐ *The Balloon Tree*

## Looking Back

- ☐ Thematic Assignment Booklet 2B
  - Day 10: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 10.

**Language Arts** (Time recommended: 60 to 90 minutes)



**Reading**

The student reads the story “A Question for Grandmother.”

**Journal Time** (Time recommended: 10 minutes)

The student responds to the story “A Question for Grandmother.”

**Assignment Booklet:** The student poses three questions for a Grandmother and gives a possible response to each.

**Project Time**

Print the module number and day (M2D10) on the back of the painting of Mother Nature . This will be submitted to the teacher on Day 18.

**High-Frequency Words** (Time recommended: 15 minutes)

Today’s high-frequency words are **saw** and **something**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2 of Module 2.

**Enrichment (optional)**

Have the student make a list of four reasons why he or she loves his or her mother, father, grandmother or other significant person. Print the module number and day (M2D10) on the list. The student may submit it to the teacher on Day 18.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20 minutes)

Follow the directions for pages 67 and 68 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

**I Can Write a Book Review** (Time recommended: 45–60 minutes)

Print the module number and day (M2D10) on the book review and submit it to the teacher on Day 18. Ensure the student’s name is on the page.

**Act it Out**

The student dramatizes the story in one of the ways listed.

If you do videotape the student dramatizing the story, encourage your student to submit it to the teacher on Day 18.



**Story Time** (Time recommended: 30–45 minutes)

The student begins the author study today. You will introduce Phoebe Gilman to the student. On a bulletin board, or on Bristol board placed on a section of wall, begin a display for the author study. Print **Phoebe Gilman** in large letters and the titles of her books on a sheet of paper, and put it on the board. The student will be drawing a favourite part of each book every day. Place the drawings around the titles of the books. Stand the four books on a table in front of the display if possible.

Introduce Phoebe Gilman to the student by reading the following:

To: Students Everywhere  
From: Phoebe Gilman

There were three public libraries within walking distance of our apartment in the Bronx, in New York City, when I was growing up. This was fortunate because my mother loved to read, and we could never have afforded to buy the number of books she read. It was only natural that my brothers and I got library cards as soon as we were able to print our own names.

My mother even chose my name out of a book. She thought it was special and unusual. I didn't like it and tried to get people to give me a nickname. I thought Cookie would be suitable. Nobody else did. My brother called me Gigi (rhymes with "piggy") because he couldn't pronounce Phoebe. I didn't like that name either.

Even if I didn't share my mother's taste in names, I did share her love for books. My favourites were the fairy tales of Andrew Laing, Hans Christian Andersen, and the Brothers Grimm. I remember covering up the pictures in the books with my hand. It used to bother me that the painted pictures never matched the ones painted in my head by the author's words. I tried to draw my own pictures, but they never matched the ones in my head either. So I went to art school to learn more about drawing and painting.

I still can't make pictures that match the ones in my head! I've come to realize that I don't actually *see* those pictures, I *feel* them. This may be a strange thing for an artist to admit.

I think of myself as an artist rather than a writer. All my training has been in art. I never thought I could write, but I certainly love to read. Books have been my best friends for as long as I can remember.

When my daughter Ingrid was three years old, her balloon caught on the branch of a tree and burst. I looked at the tree branch with all the bits and pieces of balloon caught on it and wished it would be a magic tree. The idea stuck in my head and I decided to write a story about it . . . and that's how I started writing.

My first piece of advice to any aspiring author is to read, read, read. And my second piece of advice is to write.

continued . . .



If you want to do anything with skill, it takes lots of practice. Write every day, even when you're not in the mood. If I waited until I felt like writing or painting, I would accomplish nothing. It's always hard to start and sometimes harder to keep at it when that little voice inside my head whispers, "That's no good."

Which brings me to my third piece of advice: learn to tell that little voice to shut up. Believe in yourself. You can do it if you keep trying. I had enough rejection slips for *The Balloon Tree* to cover the wall of my studio, but I didn't give up.

Which brings me to my last bit of advice: don't be afraid of criticism. If your teacher tells you that something you've written needs fixing, try fixing it. *Nothing* I write or paint ever comes out perfect on the first try.

Having said that, I'd better get back to doing the paintings for my new book *Something from Nothing*. I've been working on the words and pictures for more than a year now, and I hope to have it finished in three more months.

Phoebe

Discuss with your student the things that the letter reveals about Phoebe Gilman. Guide your student to touch on the following points:

- Phoebe's love for reading
- Phoebe's favourite books
- the pictures in her head
- her training in art
- her advice to aspiring writers
- where she gets her ideas for stories

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 10.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

<sup>1</sup> Phoebe Gilman, "To: Students Everywhere," in *Reflections 2*, Linda Cameron and Adrian Pectoom (Markham: Scholastic Canada Ltd., 1992), 137. Reproduced by permission.



## Day 11

**Materials You Need Today**

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD

## Journal Time

- ☐ journal

## Language Arts

- ☐ Collections: *Round and Round*
- ☐ magazines, catalogues, or store flyers
- ☐ Thematic Assignment Booklet 2B
  - Day 11: Assignment 2

## Silent Reading

- ☐ *The Balloon Tree*

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 69 and 70

## Story Time

- ☐ *The Balloon Tree*

## Looking Back

- ☐ Thematic Assignment Booklet 2B
  - Day 11: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 11.



**Journal Time** (Time recommended: 10–15 minutes)

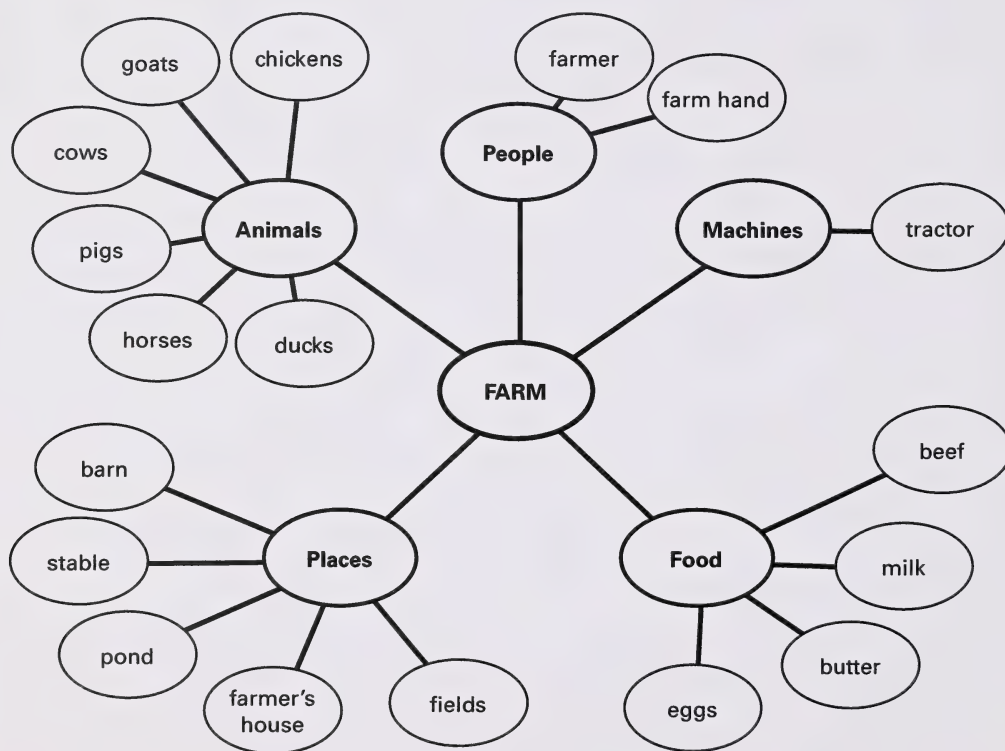
The student writes in his or her personal journal.

**Music and Movement** (Time recommended: 20–30 minutes)

Play “Holes in My Imagination” and have the student sing and act out the parts a few times today and on Day 12 as a break.

**Language Arts** (Time recommended: 90 minutes)

Have the student sort the words into a web format. Encourage him or her to explain the sorting rules. Use the web here as an example.



**Responding to the Story**

The student responds to the story “The Long Wait.”

Print the module number and day (M2D11) on the list of chores and submit it to the teacher on Day 18. Ensure the student’s name is on the page.



**Enrichment (optional)**

Have the student make a collage of foods from the farm, using pictures cut out of magazines, catalogues, or store flyers. Go over some of the characteristics of a collage. Encourage the student to try different arrangements before gluing the pictures. Foods might be grouped according to some criteria such as grains, vegetables, or meat products. They should be overlapped and touching rather than scattered on the page. Ensure the student's name is on the collage and print the module number and day (M2D11) on the back. The collage may be submitted to the teacher on Day 18.

**Lunch**

**Silent Reading** (Time recommended: 20 minutes)

The student silently reads the book *The Balloon Tree*.

**Journal Time** (Time recommended: 10 minutes)

The student responds to the story *The Balloon Tree* in the Reading Response section of his or her journal.

**Phonics** (Time recommended: 20–30 minutes)

Follow the directions for pages 69 and 70 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

**Social Studies** (Time recommended: 60 minutes)

Print the module number and day (M2D11) on the writing and picture describing the student showing respect for the needs of someone, and submit it to the teacher on Day 18. Ensure the student's name is on the page.

**Story Time** (Time recommended: 20 minutes)

As you read the book *The Balloon Tree*, ask the student to look for characters who show respect or disrespect to other characters.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 11.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 12

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Language Arts

- ☐ Collections: *Round and Round*
- ☐ Bingo cards in the appendix
- ☐ Bingo markers

## Project Time

- ☐ piece of paper approximately 21.5 cm × 35.5 cm

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Journal Time

- ☐ journal

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 71, 72, 73, 74

## Story Time

- ☐ *The Wonderful Pigs of Jillian Jiggs*

## Looking Back

- ☐ Thematic Assignment Booklet 2B
- Day 12: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 12.



**Language Arts** (Time recommended: 90 minutes)

The student responds to the story “The Long Wait.”

**Writer’s Workshop**

Ideas for different endings to “The Long Wait” might include the following:

- Fred wasn’t home after all—he went to town.
- Fred was helping a neighbour on another farm.
- Fred was being lazy and decided to sleep in the whole morning.
- Fred acknowledges Tillie’s *please* immediately before she cleans the pigsty.

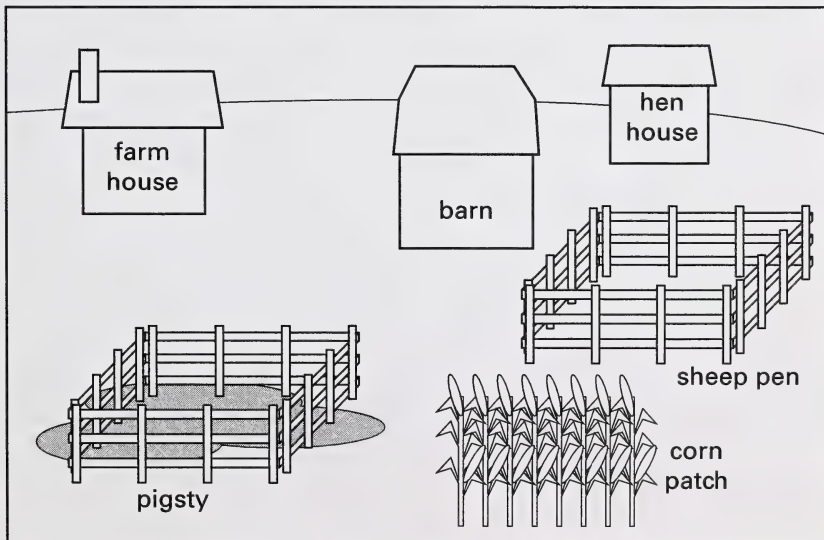
Together, decide where the best place is to begin the new ending. Then brainstorm ideas and jot down the ideas as the student suggests them, such as the following:

- Tillie comes back from collecting the eggs.
- Fred comes into the kitchen just as Tillie finally says *please*.
- Fred tells Tillie he was waiting for her to say *please*.
- Fred is hungry, too.
- They make breakfast together.

Print the module number and day (M2D12) on the writing and picture and submit it to the teacher on Day 18. Ensure the student’s name is on the page.

**Project Time: Story Map** (Time recommended: 30 minutes)

Example:



Print the module number and day (M2D12) on the story map and submit it to the teacher on Day 18. Ensure the student's name is on the page.

**High-Frequency Words** (Time recommended: 15 minutes)

Today's high-frequency words are **thought** and **both**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Enrichment: Farm Words Bingo (optional)**

Cut out the bingo cards and the farm words in the Appendix of the Student Module Booklet. With the student, brainstorm six additional farm words. Print them in the empty boxes on the Farm Words page. Have the student print the farm words in any order on one bingo card, while you print the farm words on the other bingo card in any order. Help the student cut out the farm words in the Home Instructor's Guide. Put the words in a box. Without looking, pull out one at a time and say it aloud. You and the student place a bingo marker on your cards. The first person to get a line, or corner, or an x, wins. Take turns with the student at being the caller.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read materials selected for this time.

**Journal Time** (Time recommended: 10 minutes)

The student responds to the story read.

**Phonics** (Time recommended: 30–45 minutes)

Follow the directions for pages 71, 72, 73, and 74 in the phonics book. After you explain the lessons on these pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

**Science: I'm a Magnet!** (Time recommended: 60 minutes)

Print the module number and day (M2D12) on the science fiction story and picture of the student as a magnet, and submit it to the teacher on Day 18. Ensure the student's name is on the page.

**Story Time** (Time recommended: 20 minutes)

If the student took Grade One Thematic, he or she will be familiar with Jillian Jiggs. If the student hasn't read *Jillian Jiggs* you may want to take a trip to the library together to read it as an introduction to the character Jillian Jiggs.

Read the book *The Wonderful Pigs of Jillian Jiggs*.



**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 12.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 13

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Journal Time

- ☐ journal

#### Music and Movement

- CD player
- *Ideas That Sing!* Volume 1 CD

#### Language Arts

- ☐ Thematic Assignment Booklet 2B
  - Day 13: Assignment 3 and Assignment 4

#### Silent Reading

- ☐ *The Wonderful Pigs of Jillian Jiggs*

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 77 and 78

#### Story Time

- ☐ *Little Blue Ben*

#### Looking Back

- ☐ Thematic Assignment Booklet 2B
  - Day 13: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 13.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in his or her personal journal about a time he or she co-operated with someone.

**Music and Movement** (Time recommended: 20–30 minutes)

Play “Gisco Pop” and have the student act out the parts a few times today and on Day 14 as a break.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the story “Making Soup.”

**Assignment Booklet:** The student matches sentence beginnings and endings.

**Writer’s Workshop: Carrot Soup** (Time recommended: 45 minutes)

Before beginning this activity with your student, look through various cookbooks to see how recipes are formatted. You may use a favourite soup recipe of your own or follow the suggested recipe and format below. Remind the student to make the illustration before sending the recipe to the teacher. Assist the student with the title.

*(Student’s Name)* **Carrot Soup**

Ingredients:

1 large spoonful of butter	5 carrots	salt
1 onion	4 cups water	pepper

Directions:

Cut up 1 onion.  
 Wash and clean 5 carrots.  
 Cut up the carrots.  
 Melt the butter in the soup pot.  
 Fry the onion in the butter.  
 Add the carrots, water, salt, and pepper.  
 Stir.  
 Cook for 30 minutes.  
 Eat and enjoy!

Ensure the student’s name is on the recipe. Print the module number and day (M2D13) on the back of the recipe for submission to the teacher on Day 18.



**Enrichment (optional)**

Use magazines and newspapers to find pictures of different ingredients that might be used to make soup. Cut the pictures out. Then have the student arrange them on a piece of coloured construction paper to make a collage. Finally glue them in place. Print M2D13 on the back. The student may submit the collage to the teacher at the end of Day 18.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

The student silently reads *The Wonderful Pigs of Jillian Jiggs*.

**Journal Time** (Time recommended: 10 minutes)

The student responds to the story *The Wonderful Pigs of Jillian Jiggs* in the Reading Response section of his or her journal.

**Enrichment (optional)**

Have the student think of someone who reminds him or her of Jillian Jiggs. It could be a sister or brother, relative, or friend. The student can e-mail a friend, explaining why Jillian Jiggs reminds him or her of that person. If the student does not have access to a computer, he or she can write and hand deliver the note to the friend.

**Phonics** (Time recommended: 30–45 minutes)

Follow the directions for pages 77 and 78 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Have the student make the fold-out book on pages 75 and 76 following the directions. Have the student read the story aloud.

**Social Studies** (Time recommended: 60 minutes)

Community programs such as the Food Bank, Block Parents, and other forms of volunteerism are discussed as examples of co-operation in a community.

**Assignment Booklet:** The student lists ways of co-operating within his or her family and draws an illustration of one.

**Story Time** (Time recommended: 20 minutes)

Read the book *Little Blue Ben* to the student.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 13.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 14

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Language Arts

- ☐ Collections: *Round and Round*
- ☐ Thematic Assignment Booklet 2B
  - Day 14: Assignment 5

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 81 and 82

#### Looking Back

- ☐ Thematic Assignment Booklet 2B
  - Day 14: Learning Log

#### Silent Reading

- ☐ *Little Blue Ben*

#### Journal Time

- ☐ journal

#### Health and Life Skills

- ☐ modelling clay

#### Story Time

- ☐ *Grandma and the Pirates*



**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 14.

**Language Arts** (Time recommended: 60 minutes)

**Reading**

The student reads and responds to the story “Why We Have Night and Day.”

Ensure the student’s name is on the drawing. Print the module number and day (M2D14) on the back of it for submission to the teacher on Day 18.

Following is a sample chart for the pros and cons of night and day.

Only Days		Only Nights	
Good	Bad	Good	Bad
<ul style="list-style-type: none"> <li>• always light out</li> <li>• never scared of the dark</li> </ul>	<ul style="list-style-type: none"> <li>• can’t get to sleep</li> <li>• might get too hot</li> </ul>	<ul style="list-style-type: none"> <li>• no sunburns</li> <li>• no heatstroke</li> </ul>	<ul style="list-style-type: none"> <li>• can’t play outside</li> <li>• no sunshine or light</li> <li>• never gets really warm</li> </ul>

Following is a sample chart for the pros and cons for a topic chosen by the student.

More Brothers	
Good	Bad
<ul style="list-style-type: none"> <li>• have more people to play with</li> <li>• would help me in school</li> </ul>	<ul style="list-style-type: none"> <li>• they might pick on me</li> <li>• they might break my toys</li> </ul>

Ensure the student's name is on the page with the chart. Print the module number and day (M2D14) on the back of it for submission to the teacher on Day 18.

**High-Frequency Words** (Time recommended: 15 minutes)

Today's high-frequency words are **few** and **those**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

The student silently reads *Little Blue Ben*.

**Journal Time** (Time recommended: 10 minutes)

The student responds to the story *Little Blue Ben* in the Reading Response section of the journal.

**Phonics** (Time recommended: 20 minutes)

Follow the directions for pages 81 and 82 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

**Health and Life Skills** (Time recommended: 60 minutes)

The focus is on ear care.

**Assignment Booklet:** The student answers questions about ear care.

**Story Time** (Time recommended: 20 minutes)

Read the book *Grandma and the Pirates*.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 14.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.



## Day 15

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Music and Movement

- CD player
- *Ideas That Sing!* Volume 1 CD

## Language Arts

- ☐ Collections: *Round and Round*
- ☐ yarn
- ☐ Thematic Assignment Booklet 2B
  - Day 15: Assignment 6

## Silent Reading

- ☐ *Grandma and the Pirates*

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 83 and 84

## Science

- ☐ bar magnet, iron nail, small metal pins

## Story Time

- ☐ Phoebe Gilman book

## Looking Back

- ☐ Thematic Assignment Booklet 2B
  - Day 15: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 15.

**Journal Time** (Time recommended: 10–15 minutes)

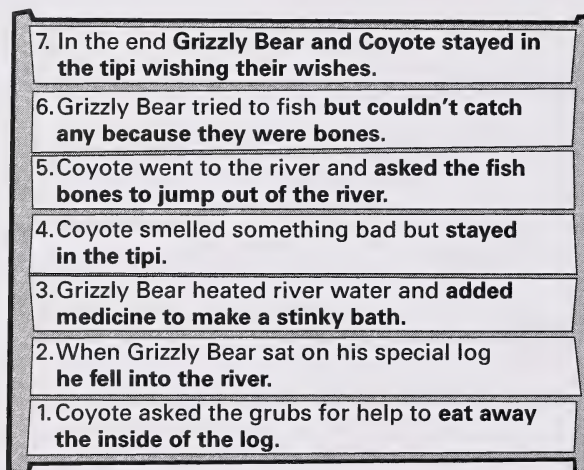
The student writes in his or her personal journal.

**Music and Movement** (Time recommended: 20–30 minutes)

Consider playing “Gisco Pop” or any other favourite song of the student’s. Along with the music, do the accompanying movements a few times today and on Day 16 as a break.

**Language Arts** (Time recommended: 60 minutes)

The student reads and responds to the story “Why We Have Night and Day.”

**Project Time**

Assist the student with assembling the materials and constructing the mask.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

The student silently reads *Grandma and the Pirates*.

**Journal Time** (Time recommended: 10 minutes)

The student responds to the story *Grandma and the Pirates* in his or her Reading Response section.



**Phonics** (Time recommended: 20–30 minutes)

Follow the directions for pages 83 and 84 in the phonics book. After you explain the lessons on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

**Science: I Can Make a Magnet!** (Time recommended: 60 minutes)

Students use a bar magnet to magnetize a nail.

**Assignment Booklet:** Read the text to the student if necessary.

**Story Time** (Time recommended: 10 minutes)

The student selects his or her favourite Phoebe Gilman book to be read.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 15.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 16

**Materials You Need Today**

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Language Arts

- ☐ Collections book; *The Five Moons of Winter*
- ☐ Thematic Assignment Booklet 2B
  - Day 16: Spelling Test
  - Day 16: Assignment 7

## Silent Reading

- ☐ Phoebe Gilman book

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 85 and 86

## Story Time

- ☐ Phoebe Gilman book or other mutually chosen reading material

## Looking Back

- ☐ Thematic Assignment Booklet 2B
  - Day 16: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 16.



**Language Arts** (Time recommended: 90 minutes)**Reading**

The student reads and responds to the book *The Five Moons of Winter*.

As an optional enrichment activity, borrow a book from the library about Norval Morrisseau or other Canadian painters for the student to look through.

**Colourful Animals**

Ensure the student's name is on the painting. Print the module number and day (M2D16) on the back of it for submission to the teacher on Day 18.

**Enrichment (optional)**

The student could make a list or write a paragraph about everything he or she knows about the moon. Have the student recite as many things as he or she can about the moon. These can include the following: the moon shines at night; it can be full, half, quarter, or blue; it can be yellow, blue, or white; you can sometimes see it in the day, although it usually comes out at night; it travels across the sky; dogs and wolves howl at it; and so on.

Have the student draw and colour the moon under the list.

Ensure the student's name is on the list (or paragraph) of things he or she knows about the moon. Print the module number and day (M2D16) on the back of it for submission to the teacher on Day 18.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

The student selects one of the Phoebe Gilman books to reread.

**High-Frequency Words** (Time recommended: 15 minutes)

Today's high-frequency words are **show** and **own**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20 minutes)

Pages 85 and 86 in the phonics book (words ending in "le") will be covered in Module 3. The student will come back to these pages then.

Follow the directions for pages 87 and 88 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted at the end of Day 18.

**Spelling** (Time recommended: 20 minutes)

**Assignment Booklet:** Before the student does the spelling test, take down the six words from the Word Wall. Give the student the final test for the Module 2 spelling words. Do not review the words before the test.

Testing in this manner will give a better indication of the child's spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the student's **short-term memory** of these words.

When giving the test, use the following steps:

1. Say each word clearly.
2. Say a sentence that contains the word but not used at the beginning of the sentence.
3. Repeat the word.

The words for the test are as follows.

set	last
often	us
read	left

**Health and Life Skills** (Time recommended: 60 minutes)

The focus is on cleanliness and personal grooming.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time. This may be another of the four Phoebe Gilman books or one of her other books borrowed from the library (see Additional Resources). Otherwise, select a new book to read.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 16.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.



## Day 17

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Music and Movement

- CD player
- *Ideas That Sing!* Volume 1 CD

## Language Arts

- ☐ Phoebe Gilman books
- ☐ small piece of thin cardboard to use as a backing for a bookmark
- ☐ Thematic Assignment Booklet 2B
  - Word Recognition Test

## Silent Reading

- ☐ a book by Phoebe Gilman or other favourite reading material

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 89 and 90

## Science

- ☐ Depending on the projects selected, some or all of the following are required: paper clips, magnets, a medium-sized container of water, tape, 6 cm x 3 cm piece of Styrofoam (can be from a meat tray), toothpick, water dish, string, fish cutouts, lightweight paper plate, iron filings, 3 x 5 cm piece of Styrofoam, needle, small dish for water, shoe box, toy car, modelling clay, piece of cardboard, cork, straight pins, iron nail, small metal pins.

## Story Time

- ☐ a book by Phoebe Gilman or mutually chosen reading material

## Looking Back

- ☐ Thematic Assignment Booklet 2B
  - Day 17: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 17.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in his or her personal journal.

**Music and Movement** (Time recommended: 20–30 minutes)

Consider playing “Zip-A-Dee-Doo-Dah” and performing accompanying movements a few times today and on Day 18 as a break.

**Language Arts** (Time recommended: 60 to 90 minutes)

The student responds to the Phoebe Gilman readings.

**Phonics** (Time recommended: 20–30 minutes)

Follow the directions for pages 89 and 90 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**High-Frequency Words** (Time recommended: 20 minutes)

Remove all the words from the Word Wall.



**Assignment Booklet:** Give the student the Word Recognition test for the high-frequency words. Do not review the words before the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check beside the word if the student recognizes it immediately.

If the student has extra words on coloured cards that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one aloud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

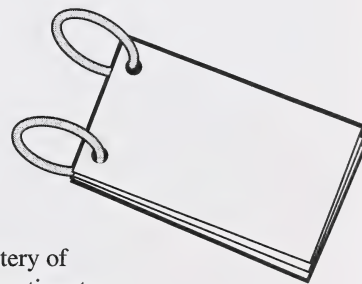
Ask the student to read the words on the white index cards from the stories in the module. They are as follows:

- everyone, pattern, tale, asked, new, story, please, thought, wait(ed), across, began, build, only, make, garbage, felt, sound, beaver, property, dull, you'll
- nature, water, love, mother, does, one, you, reply, return(ed), tired, find, help, hungry, pull, some, himself, nothing, share, river, animals, many, winter, should

You may want to spend some time reviewing the words the student did not recognize from these words as well.

Add the index cards to the two-ringed booklets you began in Module 1.

- one containing coloured flash cards of high-frequency or words used often
- one containing theme or personal-interest words and words from the stories on white flash cards



Separating the cards in this way will give you the opportunity to focus on mastery of frequently-used words which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards or high-frequency words.

**Science** (Time recommended: 60 minutes)

The student designs and makes a device that uses a magnet.

**Story Time** (Time recommended: 10 minutes)

The student selects his or her favourite Phoebe Gilman book to be read.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 17.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 18

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Language Arts

- ☐ Phoebe Gilman books
- ☐ Thematic Assignment Booklet 2B
  - Day 18: Assignment 8

#### Silent Reading

- ☐ a book by Phoebe Gilman or other favourite reading material

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 91 and 92

#### Science

- ☐ Depending on the projects selected, some or all of the following are required: paper clips, magnets, medium-sized container of water, tape, 6 cm x 3 cm piece of Styrofoam (can be from a meat tray), toothpick, water dish, string, fish cutouts, lightweight paper plate, iron filings, Styrofoam (3 x 5 cm), needle, small dish for water, shoe box, toy car, modelling clay, piece of cardboard, cork, straight pins, iron nail, small metal pins.

#### Story Time

- ☐ a book by Phoebe Gilman or mutually chosen reading material

#### Looking Back








- ☐ Thematic Assignment Booklet 2B
  - Day 18: Learning Log



**Calendar Time** (Time recommended: 30 minutes)

Follow the daily procedure.

**Assignment Booklet:** The student may need your help initially in filling in the weather chart. Have him or her fill in the bars on the graph with a different colour for each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student fill in the weather symbols on the graph. See the example below.

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 2: Day 18.

**Language Arts** (Time recommended: 60–90 minutes)**Biography**

Phoebe Gilman was born in New York City in the United States on April 4, 1940. She studied art in New York. She lived in Europe and Israel where she began painting. (Look up Europe and Israel in an atlas with the student.) She moved to Toronto, Ontario, in 1972, where she met her husband, Brian. Phoebe Gilman taught art to students in Toronto for 15 years.

It took 15 years for her first book, *The Balloon Tree*, to get published.

Phoebe Gilman likes to read books, go ice skating, and go to the movies.

She finds ideas for her books everywhere. The idea for Jillian Jiggs began with Mother Goose rhymes. At first, Jillian was going to be a boy—Gregory Griggs. It turned out that Gregory looked too much like a girl, so she made him into one.

Ensure the student's name is on the biography. Print the module number and day (M2D18) on the back of it for submission to the teacher on Day 18.

**Enrichment (optional)**

Suggest to the student that he or she interview an author or an illustrator. Most communities have local authors. Some questions the student could ask are as follows:

- Where do your ideas come from?
- Where do you work?
- How long does it take to write a story?
- Did anyone encourage you to write/draw? Who was it?
- What kind of training do you need to write?
- How do you get your work published?
- Do you have a favourite author/illustrator? Who is it?
- How do you decide on a title?
- What are the scariest, funniest, or most difficult times during writing/illustrating?
- Is there anything you would like to add?

Ensure the student has the questions written down when interviewing. The best way to conduct an interview at this level is to tape the interview. The student must ask the subject for permission to do so first. The student should practise using the tape recorder before the interview. Remind the student to thank the subject for his or her time and co-operation.

After the interview, the student may write a report of the subject. This can be displayed in the home or even submitted to the local paper for publication.

**OR**

The student can write to Phoebe Gilman about what he or she likes or doesn't like about the author's books. The following is an example.

Dear Phoebe Gilman,

I liked it when Little Blue Ben was hiding from his sister the cat. I wish I had a brother like Little Blue Ben. Are you writing any more books about him?

Yours truly,

(Student's name)

Phoebe Gilmore's mailing address is

Phoebe Gilman  
c/o Scholastic Canada  
175 Hillmount Road  
Markham, Ontario  
Canada L6C 1Z7

Her e-mail address is [phoebe@phoebegilman.com](mailto:phoebe@phoebegilman.com). On her website, Phoebe Gilman says she reads all the mail she gets but cannot answer everybody. She encourages children to write and send pictures of themselves to her. Some of the pictures are put on her website.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.



**Phonics** (Time recommended: 20–30 minutes)

Pages 93 and 94 in the phonics book (review) will be covered in Module 3. The student will come back to these pages then.

Follow the directions for pages 91 and 92 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of today.

**Science** (Time recommended: 60 minutes)

The student designs and makes a device that uses a magnet.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time. This may be another of the Phoebe Gilman books including any books borrowed from the library (see Additional Resources). Otherwise, select a new book to read.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 18. Challenge the student to choose the journal entries for submission from the ones completed throughout Days 10 to 18 and to explain why these particular pieces of writing were chosen.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Send Assignment Booklet 2B and other items for mailing to the teacher now.** Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.

## ASSIGNMENT BOOKLET 2B

Grade Two Thematic  
Module 2B: Days 10–18

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

**Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.**

# INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

## MAILING

### 1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

### 2. Postage Rates

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

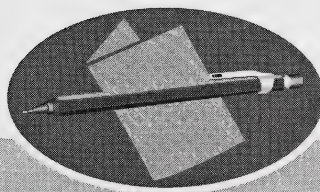
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.



# **Grade Two Thematic**

## **Module 2B**

### **I Love a Good Story** **ASSIGNMENT BOOKLET 2B**



**Learning  
Technologies  
Branch**

**Alberta**  
LEARNING

Grade Two Thematic  
Module 2: I Love a Good Story  
Assignment Booklet 2B  
Learning Technologies Branch

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

**Assignment 1**

Think of **three** questions you would like to ask a Grandmother. Print each of them in a “Me” speech balloon.

Think of **an** answer a Grandmother might give you for each question. Print an answer to each question in a “Grandmother” speech balloon.

Me

Grandmother

Me

Grandmother

Me

Grandmother



# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to retell a story?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tells the events in the right order               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tells about the characters and what each one said |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses important words and phrases from the story   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tells the story with a beginning, middle, and end |

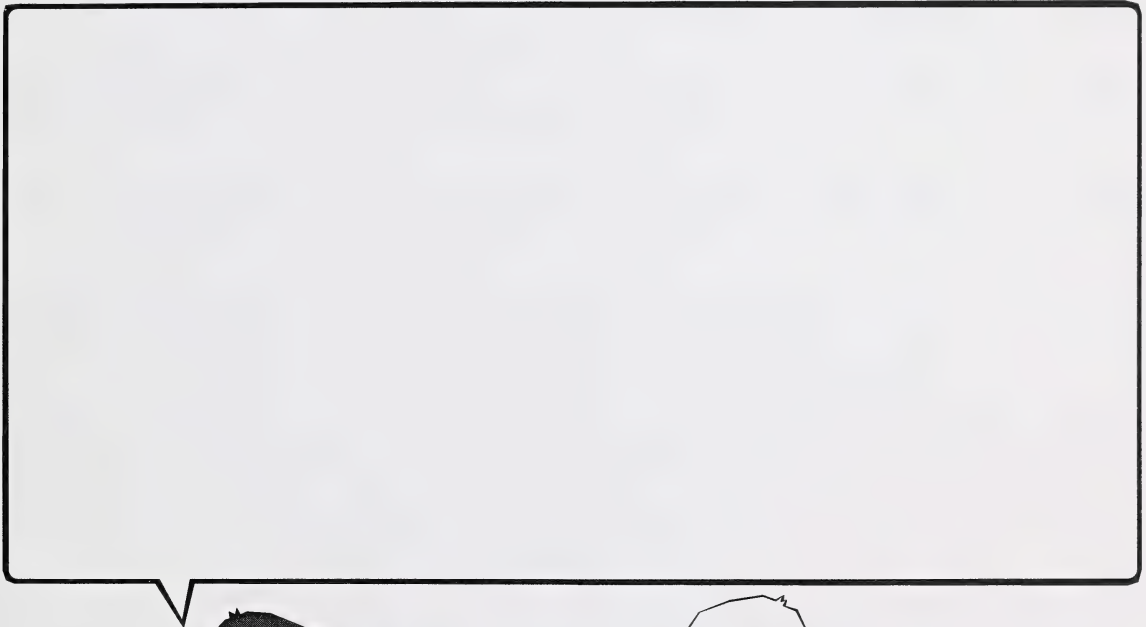
Use this space for any additional comments you may have about the day's work.

## Student's Comments

**Assignment 2**

Tina and her friend Ralph are going to the park to play. They see a garbage can that has tipped over.

In the speech balloon, print what Tina could say or do to show respect for her community.



# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in music and movement? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that music may move to a steady beat                                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that music is made up of long sounds, short sounds, and silences          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that there are strong and weak beats in music                             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that sounds may be high or low, loud or soft, short or long, slow or fast |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • improvises movements to poems, stories, and songs                                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • through movement, shows awareness of changes in tempo, dynamics, and mood             |

Use this space for additional comments regarding the student's development in music and movement.

## Student's Comments



# Learning Log

## Home Instructor's Comments

What have you observed about the student's progress in personal work habits?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • doesn't need to have instructions for the work repeated        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • when assigned a task, gets to work promptly                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • continues working without having to ask for help unnecessarily |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to ignore distractions                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • stays on task until the work is done                           |

Use this space for questions or comments about the student's work habits.

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## Student's Comments

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**Assignment 3**

Match the sentence beginnings with the sentence endings by drawing a line to join them. One has been done for you.

Ann and Andy were hungry,

so they went to get some help.

They couldn't pull the carrot up,

so they went to look for milk.

The dog was too tired to help and  
wanted a bone to chew,

so now they weren't hungry  
or tired.

The cat was tired too,

so they decided to make some  
carrot soup.

Ann and Andy, the dog, the cat, and  
the mouse helped pull the carrot up,

so they went to look for a bone.

They all had something to eat

so now they could make some  
soup.

**Assignment 4**

List three ways you can co-operate in your family.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Draw a picture that shows a way you co-operate with your family. Write how you are co-operating on the lines below the picture.



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# Learning Log

## Home Instructor's Comments

What have you observed about the student's knowledge, attitude, and skills in social studies? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands ways people co-operate in own community                                       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands ways of showing respect to others   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • has empathy for the problems faced by others in own community                             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can list examples of ways to show appreciation and respect towards others and their needs |

Use this space for questions or comments about the student's development in social studies.

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## Student's Comments

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**Assignment 5**

A. List **two** ways you can take care of your ears.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

B. List **two** things you **should not** do because they can hurt your ears.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

C. List **two** things that tell you your ears aren't well.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_



# Learning Log

## Home Instructor's Comments

What have you observed about how the student responds to literature and presents ideas to others? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •expresses preferences, likes, and dislikes for stories                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •shows an interest in books and the stories read during Story Time     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •shows empathy with characters in stories                              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •remembers and retells familiar stories                                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •shares ideas and experiences through conversation, writing, and drama |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •works in partnership and in a group                                   |

Use this space to add any additional information or comment about the day's work.

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## Student's Comments

What are your reading goals?

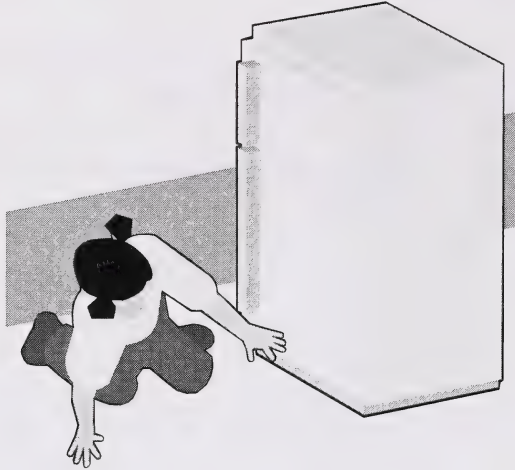
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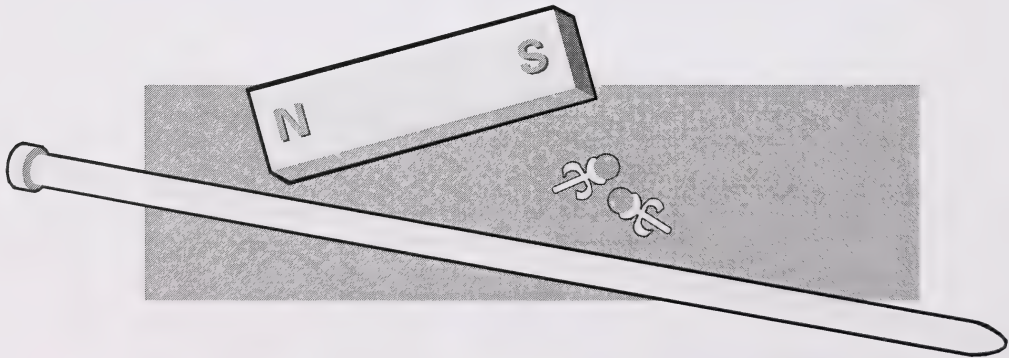
**Assignment 6**

Solve this problem.



Lori's mother was knitting a scarf when Lori went into the kitchen to get a glass of milk. As she was closing the refrigerator door, her metal earring fell off and rolled under the refrigerator.

Lori tried to get it, but the earring was just out of reach. Lori's mother said she had an idea how to reach the earring. She told Lori to get her large bar magnet.



Lori's mother was using a long, metal knitting needle. The earring Lori lost was made out of steel. Think of a way Lori can get her earring.

Print your answer on the following lines.

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's growth and ability in fine motor skills. Refer to the making of the model of the head from Day 14 and today's mask activity. Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to cut in a straight line  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to cut around corners and curves   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to colour inside lines   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows confidence and control when using a pencil   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to use simple clay-modelling techniques of pinching, adding, pressing, and texturing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys working with the hands  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows progress in fine motor control   |

Add any additional information or comments about the day's work or your observations of the student's fine motor skills.

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## Student's Comments

Tell your teacher how you feel about the work you do with your hands. How did the model of the head and the mask turn out?

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**Spelling Test**

Listen carefully to the words your home instructor gives you. Print the words neatly on the following lines.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Assignment 7**

There are many things you do to stay clean and healthy. Choose one part of a day, such as morning, afternoon, or evening and print it on the first line. Make a list of the things you do to be clean and healthy. After you finish your list, draw a picture of yourself doing one of the activities.

Fill in the blank with the time of day first.

In the \_\_\_\_\_ I do these things to stay clean:

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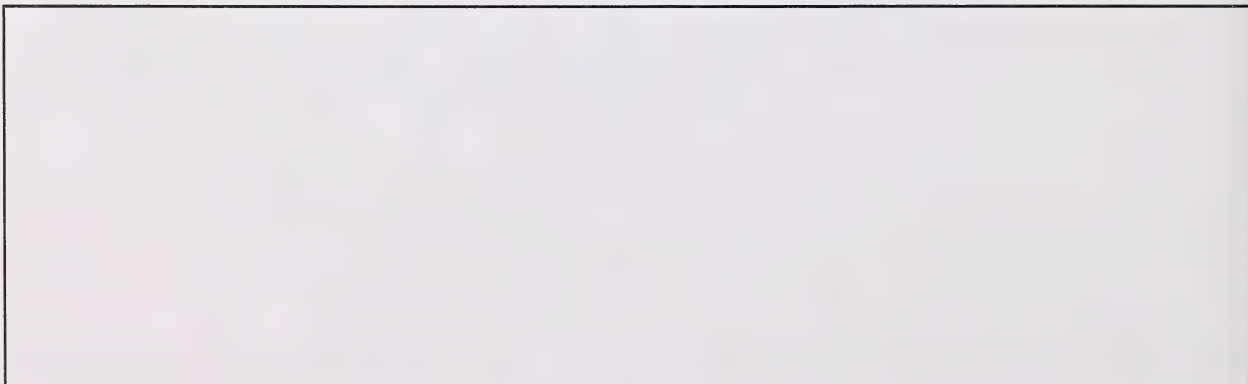
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# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in health and life skills? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to identify and demonstrate positive hygiene and habits for care of the eyes                        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to identify and demonstrate positive hygiene and habits for care of the ears                        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to identify and demonstrate positive hygiene and habits for personal grooming and bathing/showering |

Use this space for questions or comments about the student's development in health. Add any additional information or comments about the day's work.

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## Student's Comments

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## Word Recognition Test

Read each word aloud.

- |                                |                                    |                                  |                                 |
|--------------------------------|------------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> sound | <input type="checkbox"/> below     | <input type="checkbox"/> end     | <input type="checkbox"/> along  |
| <input type="checkbox"/> while | <input type="checkbox"/> might     | <input type="checkbox"/> next    | <input type="checkbox"/> always |
| <input type="checkbox"/> saw   | <input type="checkbox"/> something | <input type="checkbox"/> thought | <input type="checkbox"/> both   |
| <input type="checkbox"/> few   | <input type="checkbox"/> those     | <input type="checkbox"/> show    | <input type="checkbox"/> own    |

If you have chosen special words in Module 2, your home instructor will write them here. Read each word aloud.

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in physical education? Check **yes** or **not yet**.

- |                                  |                                      |   |
|----------------------------------|--------------------------------------|---|
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | • shows basic locomotor skills in                 |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – walking   |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – running   |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – hopping   |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – jumping   |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – leaping   |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – rolling   |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – skipping  |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – galloping                                       |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – climbing  |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | – sliding   |
| <br><input type="checkbox"/> yes | <br><input type="checkbox"/> not yet | • listens to directions                           |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | • follows rules and routines                      |
| <input type="checkbox"/> yes     | <input type="checkbox"/> not yet     | • stays on task while participating in activities |

Use this space for questions or comments about the student's development in physical education.




## Student's Comments



## Assignment 8

Fill in the graph to show the weather you recorded over the 18 days of Module 2. Count the number of each weather symbol you drew on your calendar. Colour each type of weather a different colour.

Three weather symbols have been done for you. Fill in the others on your own.

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing knowledge, attitudes, and skill in science? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that magnets have poles which attract or repel each other              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can state a rule for when poles attract or repel each other                        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands and can show that a magnetic field will pass through certain materials |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to compare and measure the strength of magnets                             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • has designed and produced a device that uses a magnet                              |

Use this space for questions or comments about the student's development in science.

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## Student's Comments

Tell your teacher how your science projects turned out.

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**Grade Two Thematic—Assignment Booklet 2B**  
**Module 2B: I Love a Good Story**  
**Items for Mailing**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

**Days 10–18**

- ☐ Thematic Assignment Booklet 2B. Ensure all assignments have been completed, including the nine Learning Logs.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 67–92 (minus pages 85 and 86)
- ☐ two entries from the Personal Writing section of the student's journal chosen by the student
- ☐ two entries from the Reading Response section of the student's journal chosen by the student

**Day 10**

- ☐ the painting of Mother Nature
- ☐ list of reasons why the student loves his or her mother or grandmother or other significant person (optional)
- ☐ book review
- ☐ videotape of student dramatizing a story (optional)

**Day 11**

- ☐ list of Tillie's chores and drawing of the student doing one of those chores
- ☐ collage of foods (optional)
- ☐ picture describing and showing the student's respect for someone in the community

**Day 12**

- ☐ writing of a new ending to "The Long Wait"
- ☐ story map of "The Long Wait"
- ☐ science fiction story and picture of the student as a magnet

**Day 13**

- ☐ carrot soup recipe and drawing of ingredients or student enjoying the soup
- ☐ collage of soup ingredients (optional)

**Day 14**

- ☐ drawing and caption from the story "Why We Have Night and Day"
- ☐ opinion chart

### Day 15

- ☐ mask of Grizzly Bear or Coyote (optional)

### Day 16

- ☐ list or paragraph of things about the moon and accompanying drawing (optional)
- ☐ a colourful painting of an animal

### Day 18

- ☐ Phoebe Gilman biography
- ☐ author interview (optional)
- ☐ letter to Phoebe Gilman (optional)
- ☐ *Amazing Magnets Booklet*